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ABSTRACT

A practicum was developed to create a high school television production that would develop and improve the broadcast journalism students' critical thinking skills. A 5-minute daily newscast (written, produced, and telecast by the students) was initiated during a 10-week period. Students had the opportunity to become involved in a variety of the following roles: news director, producers, timers, floor director, floor manager, studio production crew, remote production crew, news reporters/anchors, video engineer, and lighting engineer. Additionally, pre- and postcritical thinking skills tests were administered to the 150 participating students, asking the subjects to identify inferences and to evaluate the meaning in an ambiguous news story. Results of the program implementation and testing revealed improved skills in organizing information; analyzing the content of materials gathered for a news story; synthesizing and ordering facts in an understandable presentation for a high school audience; and evaluating content and visually presenting ideas for a fair, accurate and balanced news report. (Twenty appendixes containing testing data, production criteria, broadcast format, instructional objectives, lesson plans, and class assignments are attached.) (KEH)

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PROPOSED TELEVISION PRODUCTION PROGRAM FOR SENIOR HIGH SCHOOL STUDENTS TO DEVELOP CRITICAL THINKING SKILLS

by

NANCY DALE

A Practicum Report
submitted to the Faculty of the Center for the
Advancement of Education of Nova University in
partial fulfillment of the requirements for the
degree of
Master of Science

The abstract of this report may be placed in the
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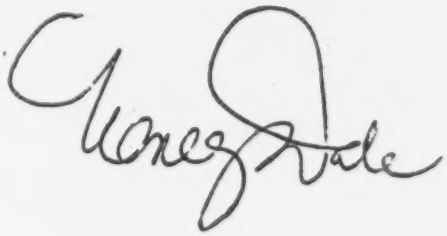

ABSTRACT

PROPOSED TELEVISION PRODUCTION PROGRAM FOR SENIOR HIGH SCHOOL STUDENTS TO DEVELOP CRITICAL THINKING SKILLS

DALE, NANCY S., 1988. PRACTICUM REPORT, NOVA UNIVERSITY CENTER FOR THE ADVANCEMENT OF EDUCATION.

DESCRIPTORS: Broadcast Journalism, attitudes, news, communication media, educational media; news media, news reporting, news writing, communication theory, language communication competence, verbal communication, public television, television teachers, speech communication, language fluency, television research, television viewing, language skills, listening comprehension, language attitudes, communication research.

The purpose of the Practicum herewith presented was to create a high school television production that would develop and improve the broadcast journalism student's critical thinking skills. The method proposed to accomplish the task set forth, was a five minute daily newscast written, produced and telecast by the broadcast journalism students. The focus of the newscast, broadcast over closed circuit cable TV to the school community, are the events, accomplishments, and activities of the high school population. The broadcast journalism students were responsible for gathering information, organizing the information into 30 second and 60 second reports, and presenting the information orally and visually on video tape. The daily reports included a montage of information based on school functions that appealed to the wide range of interests of the viewing audience.

The results of two pre and post "Critical Thinking Skills Tests" and the practical application of producing a daily five minute newscast initiated the beginning of the students' produced television productions.

The News Director and Director had the responsibility of selecting the most important taped

stories appealing to the widest student interest and formatting them into a five minute production. All students participated in various production and/or talent roles, as well as acted as writers of news releases, publicity for special programs which expanded from the newscasts and acting as hosts for celebrities and guests from other classes. Students were assigned positions as studio crew and remote crews, serving to gather the facts and produce the facts into an interesting video presentation. The "Criteria for Creating a News Story" was used as a guide for reporters to establish a professional measure of quality in obtaining information for 30 or 60 second news item. A guideline of excellence, accuracy and interest was the main criteria for production and to enhance story content into visual expression. The critical thinking skills were expressed in the final visual product of the newscasts, timed, organized, edited and synchronized into a "one-take" performance to be aired. The five minute newscast expanded into a major newly created news conference format which brought other classes into the studio to hear and question guest speakers from the local state and national community (See Appendix D).

The students learned not only how to produce, perform and telecast the news and news conferences, but to write news releases, handle guests, and organize a major event involving up to 150 people seated in the studio. All productions began precisely as scheduled and all news shows were telecast daily without interruption in the program schedule during the entire practicum study. The newscasts and news conferences will continue as well as the special sports, informational and entertainment programs that resulted from the students' proficiency and professionalism in television production.

TABLE OF CONTENTS

	PAGE
TITLE PAGE.	i
AUTHORSHIP STATEMENT.	ii
ABSTRACT.	iii
TABLE OF CONTENTS.	v
OBSERVERS VERIFICATIONS.	vii
CHAPTERS	
1 PURPOSE	1
2 RESEARCH AND SOLUTION STRATEGY.	22
3 METHOD.	29
4 RESULTS	35
5 RECOMMENDATIONS	42
REFERENCE LIST	44
APPENDICES	
APPENDIX A: Pre/Post Test One	45
APPENDIX B: Pre/Post Test Two	46
APPENDIX C: Results of Pre/Post Test One and Two	47
APPENDIX D: News Team Criteria for the Creation of a News Story.	52

PAGE

APPENDIX E: WXYZ Production Criteria. 52

APPENDIX F: Test. 56

APPENDIX G: Instructional Objective: Production. 57

APPENDIX H: Unit Plan 61

APPENDIX I: Instructional Objective: Creation of a News Story. 65

APPENDIX J: On-Camera Interviewing Techniques 69

APPENDIX K: WXYZ Story Log. 79

APPENDIX L: Standard News Shot Sheet - For Remote Team Shootings 80

APPENDIX M: Assignment for All Broadcast Journalism Classes. 83

APPENDIX N: Lesson Plans. 85

APPENDIX O: In Class Assignment - All Broadcast Journalism/Production Classes 87

APPENDIX P: Production Test/All TV Classes. . 89

APPENDIX Q: In Class Assignment 90

APPENDIX R: Premiere Program News Release to All Teachers and the Media 92

APPENDIX S: Story Lines for WXYZ News/Features 94

OBSERVER VERIFICATION FORM

Verification of a Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as they described. You have been designated as an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate, or make judgments about the quality of the project).

Practicum Title: PROPOSED TELEVISION PRODUCTION PROGRAM FOR SENIOR HIGH SCHOOL STUDENTS TO DEVELOP CRITICAL THINKING SKILLS

Student's Name: NANCY DALE

Program Site: Miami Killian Sr. High Date: _____

Observer's Name: Robin Hechler
(please print--------and sign)

Observer's position _____ Phone # _____

Observer's comment on impact of the project (handwritten): _____

_____

_____

Chapter 1

Purpose

The setting of the specific Practicum study is the broadcast production class at a major metropolitan high school in the county. The city in which the high school is located is comprised of a diverse ethnic population numbering over 1.5 million people. The high school tenth, eleventh and twelfth grade students comprise the population of 3,850 students. The area in which the school is located is a high, socio-economic neighborhood. The broadcasting classes participating in the Practicum study include 150 students. The television production programming which this Practicum addresses is the creation of a daily five minute newscast based on schoolwide interests, events, activities, and accomplishments of the high school community. The purpose of the newscast is to teach broadcast journalism students skills involved in critical thinking processes such as the ability to organize information; analyze the content of materials gathered for a news story; synthesize the facts and order them in an understandable presentation for a high

school audience; evaluate content and visual presentation of ideas for a fair, accurate and balanced news report.

The writer of this Practicum was hired to initiate and develop a Broadcast Journalism curriculum that would enhance the television production skills of students, as well as create a format for the programs to be telecast. As the Broadcast Journalism instructor and a beginning teacher, the writer instituted a daily five minute newscast that expanded into other productions focusing on academic subject areas. For example, the expanded half hour student News Conference format was used as a successful program to invite classrooms into the studio for a "live" guest elaborating on subjects ranging from reading, sports to state legislative issues of concern to students.

This writer was hired to act as an Executive Producer for the overall programming of the station due to the 14 years of television, radio and documentary, commercial news background. This writer designed the high school curriculum around the management of

commercial television news operations which included creating job titles for students that exist in the commercial television media. Each of the five broadcasting classes were divided into news "pods" consisting of the following:

1. News Director
2. Producers
3. Timers
4. Floor Director
5. Floor Manager
6. Studio Production Crew
7. Remote Production Crew
8. News Reporters/Anchors
9. Video Engineer
10. Lighting Engineer

As executive producer, the writer sent the reporters into the school to obtain "news stories", then return to the studio to produce the information on video tape. Reporters and producers made appointments with guests involved in award-winning accomplishments, events for a pre-interview session prior to taping time. Producers and reporters organized the production which included on-camera taping and cover video from

tape files. Each story for the news was timed within a 30 to 60 second individual package and edited into the daily newscast where appropriate. The writer utilized the commercial television format as a model for the programming and production.

By developing the critical thinking skills of broadcast journalism students creating, producing and telecasting a high school news program, the educational television opportunity offers the students training for initiation into commercial broadcast journalism. The project has had a significant influence on the student journalist, by instilling the values of critical thinking skills as a television viewer/participant, rather than a "receiver"/"absorber" of information presented over the medium. In learning critical thinking skills necessary to produce a quality, accurate and fair newscast, students who continue to pursue a journalism career can avoid the pitfalls of commercial television newscasters who move towards "sensationalizing" information to sell news programming. By initiating a criteria and standard for creating a newscast based on critical thinking skills, broadcast journalism students involved in this study,

will be the catalysts for future broadcasters to measure professional journalism.

The proposed television format utilized a studio suite of three classroom size areas and the broadcast facilities at the station. The television studio, housed in the school, was the first black-and-white television station on a high school campus in the early 1970's. However, the studio was not equipped to reproduce professional quality productions. In 1987, the studio was expanded with the acquisition of space and equipment. Presently, the studio consists of a sound stage for TV productions which includes a news set, two color studio cameras (VHS), two color remote cameras, engineering and repair facilities, and four editing control decks. The studio expansion was part of the administration's effort to expand the service of the broadened television communication capacity to serve the schoolwide interests, and, at the same time, train television broadcasting students.

Beginning courses in television production in the past seven years have been focused on technical applications and textbook instruction. The emphasis in teaching broadcasting has focused on in-house

productions, performed on a limited schedule with an inconsistent format, not serving the schoolwide population or developing critical thinking skills of students taking the television courses. Thus, students who were interested in producing television shows had not been instructed in the essential critical thinking skills necessary for quality broadcast journalism productions. Therefore, to advance the learning of critical thinking skills the Practicum project initiated the creation of a daily five minute newscast executed by broadcast journalism students, televised and broadcast via closed circuit to all school personnel. The proposed production showcased news highlights of personalities, student/faculty/staff accomplishments and events to the high school community. The broadcast journalism students also produced, directed, performed, researched, and wrote the news program on a daily basis for a ten week study period, to be continued throughout the school year. The production was entitled: The _____ (blank line for station I.D.) Morning News. The critical thinking skills necessary for the production development included: knowledge of the subject matter;

identification and explanation of information, analysis of content and organization of material into a logical sequence; synthesis of the information in a report that presented a balanced presentation of facts; evaluation of the news story for accuracy and objectivity; an unbiased presentation from the audio/visual perspective. Broadcast journalism requires that participants in a news operation be aware of the essential components for balanced news reporting. Balanced news reporting includes the components of the medium such as audio, visual inputs, reporter documentation and factual information. High school students, who are also bombarded by the commercial media, were encouraged to learn the elements which reflect a balance presentation of information as outlined by the Federal Communication to "serve the public interest." As high school journalists, utilizing the educational television facility, students were instructed in the methods of analysis and comprehension that comprise responsible news reporting. Students are instructed in the Federal Communication regulations governing commercial and educational television. However, the high school

students involved in the news program learned to enhance their broadcast journalism based on a specific criteria for accurate news reporting. The students were instructed to adapt a television news program to the immediate setting of the high school community and serve the diverse interests of the schoolwide population.

In determining the need for broadcast journalism students to develop critical thinking skills, a pre-test was given to 150 students which comprise the target population of this Practicum. The critical thinking test was designed to measure the student's ability to decipher information. The pre-test was given to the students orally, to determine their auditory critical thinking skills. The first pre-test was presented to the students by the teacher reading a 30 second news story. The news item contained 20 unclear references of information, inferred meanings and words with a duplicity of meaning not factual data. The teacher read the news story at a regular television newscast pace, the first time. The reading was repeated a second time at a somewhat slower pace to give students adequate time to jot down notes as they listened to the news story. (Appendix A: 45)

In the first pre-test, the broadcast journalism students were unable to list more than four terminologies they found to be unclear or inferred. The news story was then analyzed by the teacher to point out to the students the errors in the copy.

The second pre-test was structured to discover the students' ability to analyze significant elements in a commercial newscast by responding to the following questions:

1. List the criteria (at least 10 points) for accurate news reporting.

2. Give five examples of "biased" news reporting.

3. Write an objective, 30 second news story to include the following: logical order of important information, place of event, essential facts that present a balanced view of information to the audience.

4. What is an editorial comment? Explain in detail. When is an "editorial" appropriate in broadcast programming?

5. What is the importance of "word choice" in writing a news story? What is the importance of camera and audio engineering in presenting a news story? What is the reporter's role in creating and delivering a news story?

The Practicum project focused on improving the broadcast journalism curriculum to the students so they could implement a television news production in a professional manner. The curriculum was designed to enhance the auditory/visual comprehension of the target group and improve critical thinking skills. The five minute newscast, produced on a daily basis, served to enhance school pride, spirit and morale of the school community. The news stories of specific interest to the schoolwide population met the following criteria of professional broadcast journalism:

1. Information for a news story must be factual.
2. The context of the material was analyzed for accuracy and completeness.
3. The information in the news items were presented in a logical order and importance so that the information could be easily synthesized by the student audience.
4. The stories were evaluated based on priority of importance to the school population.
5. The news stories were presented with visual and audio effects to enhance the context of the information in an unbiased, objective manner.

The implementation of this project resulted in an increase in the competency of the broadcast journalism

student's ability to utilize auditory and visual critical thinking skills in television news programming.

Over the past 87 years, since its inception, "television" has served as a major source of receiving information by the American society. The ability to transmit an instant electronic picture into a television set by the trained television engineers, opened new vistas in communications. With the instant picture came instant dissemination of information to the American society. The expanse of the broadcast signal reached into the lives of every American who owned a television set and into the lives of others who heard about it. The new invention, television, began to influence the viewer's ideas about the world; new programming, newscasts, personalities appeared as "image makers" in the pages of television history. The viewer was exposed to realities and fantasies of worlds beyond the daily events and routine. Newscasts featured film from around the world; newscasters "interpreted" the events for the viewer. As television came of age in the 80's, a generation of youth have been "raised" on television.

The Practicum study herewith undertaken did not deal with the commercial television industry; it is used as a comparative base to understand the role model influence in the area of broadcast journalism, on emerging high school educational news formats. According to a New York University study of the media conducted by researchers Edwin Diamond and Paul Noglows (Diamond and Noglows, 1987, p. 3), the media is often "unresponsive to cover news stories about their own industry" which affects the broad public which they are licensed by the Federal Communications Commission (FCC), to serve. The study indicates that although "all three networks have undergone corporate executive changes, and/or citizen group challenges for licenses, the only network that devoted news coverage to their restructuring events was CBS. In the case of Congressional hearings on the business of TV...the network reporters dutifully showed up to cover 'news' that had happened many months before." The television industry is becoming a corporate giant. For the first time since 1953, in March of 1985, one of the major network stations "changed hands." The FCC granted the merger of Capital Cities Communication with ABC

television, "after 20 years of the status quo" (Diamond and Noglows, 1987, p. 4). The FCC "made the merger possible," according to the Diamond and Noglows, 1987, p. 4 study, by making rulings that opened the door for the corporate area to gain operational control over the broadcast industry. Diamond and Noglows suggest that the television industry is reflecting a trend in the movement towards a "Wall Street casino climate"; corporate business executives being more concerned about the price of the share than the public interest it is licensed to serve. Although corporate executives have professed a "hands-off policy in news," the practice has not been followed (Diamond and Noglows, 1987, p. 5). After CBS was threatened by Ted Turner and others to take over the network, President Lawrence Tisch reported the controversial issues earlier in the year but later failed to give news coverage in the business section regarding his "increased holdings of CBS stock just under 25% by 1986" (Diamond and Noglows, 1987, p. 7).

The significance of the events occurring in commercial television, corporate restructuring, and broadcast journalism standards are important for

television students to understand in educational television settings. A medium that affects the masses in entertainment and informational programming cannot be ignored. The economic trends in the expanding corporate ownership of the commercial television media shed light on the standards of news programs telecast as the "Nightly News"; consideration and awareness of the difference in commercial and educational television is essential for broadcast journalism students to understand. The Practicum study herewith focused on the standards of the commercial television industry; the study related only to its influence on educational television that is emerging as part of the high school curriculum. The emphasis in training high school broadcast journalists, was on developing critical thinking skills necessary for a student to produce a factual, clear, unbiased, interesting newscast presentation. The standard for high school broadcasts regarding the production of a news show, was based on skills involved in the critical thinking process. Educational television stations on high school campuses are non-profit facilities utilized to train students in production and professional television programming.

The scope of the study undertaken in this Practicum, was to produce a television news program which would, in the process of execution and performance, develop/improve critical thinking skills of the students.

Therefore, in order to understand the specific nature of the problem, in the context of the high school educational television setting, an overview of the broadcast industry was included in the Practicum study. The purpose of the review was to identify similarities in the problems of the commercial television industry, specifically broadcast journalism, and its influence on the standards of educational television journalism.

The first broadcast television transmission made a quiet debut onto the stage of history; the first experimental signal was sent by the military in pre-World War I days (Hybels, Ulloth, 1978, p. 51). However, in 1917, it was the wireless that was the main communications vehicle for the military and the government controlled all wireless stations. So great was the government's interest in the military use of wireless that President Woodrow Wilson used the

wireless to declare war in April of 1917, and at the same time took control over all wireless communication (Hybels, Ulloth, 1978, p. 52). After World War I, the government released its control of radio to the newly established government regulatory body, the Federal Communications Commission. The 1900's experimentation with television "pictures" was slow in scientific development. "In 1927, Bell Laboratories sent a television picture by wire between New York and Washington, D.C. and RCA demonstrated a television set at a New York theater in 1930. By 1937, seventeen experimental television stations were in operation and the networks were trying to show the public that "television was on its way." (Hybels, Ulloth, 1978. p. 96).

The Federal Communications Commission "in 1940 began hearings to determine how to license television broadcast stations; by 1950, 106 of the 109 authorized stations...were bringing television coverage to some sixty-four cities and metropolitan areas in the United States...an estimated 87 million people. By 1973, media researcher Nicholas Johnson pointed out, "that of 60 million homes in the United States, more than 95

percent, had televisions with one-half of the entire American population watching television between 6 p.m. and 11 p.m. on an average winter evening during prime time." (Hybels and Ulloth, 1978. p. 98). Further research by Hybels and Ulloth, 1978, p. 98, revealed that by the time the "average child entered school in 1973, he had already spent more hours learning about this world from TV, than he would spend in a classroom earning a college degree. By the time he was 18, he would have spent nearly 25,000 hours in front of the television set and seen approximately 350,000 commercials." Thus, television, by nature of its visual impact, was rapidly taking the place of radio and newspaper sources for the American society to derive information and entertainment.

Although the television was invited into the American home, its role was not yet fully realized in its infant stages. By 1960, communication researchers were formulating studies about the effects of television on the adolescent child. Wilbur Schramm, Stanford University (1966, p. 466) stated, "we know people learn from the mass media...school children learn from television...people learn much of their

picture of the distant world from the...mass media. We know also that mass media has something to do with public taste. For example, we very quickly find out about the new popular songs and begin to whistle them, now that we have broadcast media." As early as 1922, (Schramm, 1966, p. 469), Walter Lippman predicted the future would be influenced by new pictures given to people about the environment. "What...each man does, is based not on direct and certain knowledge, but on pictures made by himself or given to him. The way in which the world is imagined, determines at any particular moment what men will do." Lippman predicted that man would be influenced by images he was exposed to and that he would internalize the pictures abstracting his own mental images. Thus, as the American family communed in front of the infant "child" in the early 50's, 60's and 70's, the 1980's began to experience the rapid, yet slow dynamics of changing tastes, behavior patterns and values television programming was stimulating.

At present, broadcasting is expanding its influence from commercial arenas into the educational foreground. The television studio is becoming a part

of the high school facility and, thus, fast becoming the home of high school television productions. The creation of an on-campus studio requires full time technical personnel to teach students the proper use of the equipment and transmission of broadcast signals through the equipment. With the ability to engineer a televised signal comes the opportunity for transmission of television productions. This Practicum writer is employed as a full time media instructor, capable of teaching production and programming, is required to teach students how to utilize the capacity of the studio in presenting cable broadcasts to the school community and serve the schoolwide population. To fully utilize the maximum production of an expensive operational studio, it is important to expand beyond the target broadcast journalism/production students in programming shows. Although the target group in the Practicum study addressed the development of a television program which improved critical thinking skills of broadcast students, the broader scope aimed at programming that performs a service to the wider school population.

Over a 10 week period of broadcasting the daily newscasts, students were able to improve their critical thinking performance in a measureable standard of one letter grade advancement. Students were asked to repeat the two critical thinking pre-tests at the end of the 10 week period to be evaluated by letter grade. The students taped the first five minute news production at the beginning of the 10 week study and the 50th news program, for comparison and discussion.

At the completion of the 10 week period, students were able to accomplish the following objectives:

1. Organize, research, and survey materials that offer information to be developed into a news story of interest to the school population. The students were able to distinguish main ideas from supporting details, and describe events, activities, awards of students, faculty and staff.

2. Students were able to conduct an interview, obtain facts on a topic to be developed into a news story. Students will be able to recognize relevant information that needed further documentation.

3. Students were able to organize thoughts into a logical sequence of events, importance; prioritize facts into an extemporaneous report.

4. Students were able to analyze information by narrowing down the facts into three basic elements of development for an expository delivery.

5. Students were able to communicate a news story in a concise, clear, accurate presentation that is appropriate to the schoolwide audience; offer interesting visuals; an orderly presentation that informs students/faculty/staff through an objective interpretation of data.

Chapter 2

Research and Solution Strategy

"Regardless of its specific purpose, form, or context, the interview is essentially a method of collecting information. The purpose for which the information is sought varies with both the seeker and the respondent: the physician seeks from his patient information on which to base a diagnosis; the journalist seeks information to inform his readers or to lead him to further sources of information...and everyone, in the course of daily life, seeks information as a basis for short- and long-range actions--or events for their own sake" (Richardson, Dohrenwend, Klein, 1965, p. 7). The interview is the primary source of gathering information for a news story. The verbal and visual communication of a news idea transferred to video tape includes not only the interview session scripted content, but the final edited version which will not contain all of the information from the original source. Thus, the news reporter and producer must guide a news story through the multiple operations required to tape an interview and telecast the final product.

High school students producing a news program, therefore, must be responsible for obtaining information, comprehending and evaluating the context of information, organizing ideas into a factual, logical, interesting, and knowledgeable report that can be easily synthesized by the student audience in its final produced form. Critical thinking skills are essential in creating and producing a daily five minute student news program. The beginning of a news story is "the idea"; the finished product reflects the idea in a news concept which does not change the original meaning of the event. Critical thinking skills must be employed in the selection of words used to depict the event. Word choices influence the point of view of the news story; a news reporter must be able to determine the difference between a "biased," "subjective" wording in a story that reflects a different implied meaning to the facts. Students who produce a newscast must utilize a criteria that sets a standard of accurate, objective news stories.

Media research on commercial television reported by Lang and Lang (Hybels and Ulloth, 1978, p. 15), claim that the media "does not simply report on news as it

occurs but instead gives us a constructed image of events. For example, tape is edited and the editor typically omits the dull portions. News stories pass through the reporter, editor, writers in the newsroom, producer and director. Thus, the news story that we see and hear becomes a new reality; one which may be considerably different that the actual event."

The purpose of training high school broadcasting students to be able to use critical thinking skills when producing news is to be aware of how information can change through the process of dissemination and completion. Broadcast journalism students must not only be able to conduct an objective informational gathering interview, but be able to retrieve the information in the production of the news item. Students must recognize what an objective point of view expresses versus the subjective point of view. Word choices indict biases as well as the use of phrases that may slant or infer an incorrect view of facts. Richardson, Dohrenwend and Klein, 1965, p. 212 in their book, Interviewing, Its Forms and Functions, define an objective question as one that "concerns observable characteristics of persons, places, objects, or events

rather than opinions or feelings. A subjective question concerns opinions or feelings rather than observable characteristics of persons, places, objects, or events." The purpose of persuasive, subjective language is used in advertising to motivate action towards a product; language selected to objectively describe an event/action has the purpose of information through an expository delivery. News language is based on "standard English" usage rather than "nonstandard language in advertising" (Wyckham, 1986, p. 57). In the survey of 264 elementary teachers, in 1986, Wyckham published his findings which pointed to the influence of advertisers "nonstandard usage" affecting 80 percent of the elementary school children. "Forty-six percent of the teachers surveyed believed that there was a cause-effect relationship between the language of advertising and grammar errors. Almost three-fourths of the 457 commercials used in the study and watched for a day on one channel, contained at least one linguistic irregularity." Thus, students learning broadcast journalism must differentiate between words that slant information through the use of nonstandard colloquial references and standard English. An

interview conducted in a "slang" fashion does not establish an expository or authoritative presentation for news presentation.

In an article published in the English Journal, Vol. 75, Number 1, January 1986, page 71, entitled, "What's a Good Technique for Helping Students Become More Critical Television Viewers," a list of statements are presented ranging from "labels" to facts. The article emphasized "labeling", use of "percentages", and "emotional" words which can misrepresent or misinterpret opinions to "appear" as "facts." The article suggested that critical listening, viewing and reporting be the criteria for watching television news programs.

Everyone that watches television learns from the media. In today's television oriented society, "parents note, not always approvingly, how children learn singing commercials, slogans, vocabulary, and customs from television, without trying to, without even realizing they are learning. All of our experiences with the mass media illustrate how easy it is, voluntarily or involuntarily, to learn from TV" (Schramm, 1960, p. 466). Thus, a solution strategy

for teaching broadcast journalism to students is to utilize critical thinking skills in producing a daily five minute newscast broadcast to the high school population. The instructional mode for organizing the production, was the "semantic" teaching approach. The semantic teaching approach promoted inquiry and practice as part of the learning process. "The evaluation that will come from discernment and judgment is the result of teaching at the semantic level of knowledge development and use" (Sergiovanni, 1987, p. 44). In other words, realities in teaching a daily news production vary for every circumstance, thus, goals were derived by learning from each circumstance and applying "rational," sometimes shifting objectives. In the production of the daily newscast, student reporters and producers were sent out each day into the school to discover, create, and produce news items. Each day a new circumstance called for the student and teacher to adapt to the status quo and at the same time meet the program objectives and time deadlines. Thus, the instructor also developed a "patterned rationality" to guide students through the overall objectives from beginning to final

production on a daily basis. The outcome in the semantic teaching method for daily newscast was a joyful experience rather than an accomplishment based on a predestined "rationalistic model" of what "should be." In order to achieve a standard in news broadcast excellence, a "News Team Criteria for the Creation of a News Story" was formulated and used as a guide. (Appendix B: 46)

Chapter 3

Method

Implementation of the news production project occurred over a 10 week period in the 1987-88 school year. A daily procedure was established and repeated each week during the performance period. The assignments included professional on-camera and studio procedures; decorum; follow-up responsibilities (recording, logging, distributing raw material to proper source for taping). The following is a daily log of events which was evaluated at the end of the project:

Day 1:

1. Discussed "News Team Criteria for the Creation of a News Story" (Appendix A).
2. Reviewed the introductions written by reporters and producers after an interview or event was covered.
3. Reviewed content development.
4. Reviewed conclusions to news stories.
5. Reviewed implementation of audio and visual effects to the news story.
6. Day 1 was devoted to formulation of ideas before the news story was taped.

Day 2:

1. Producers and reporters worked as a team to select appropriate music or visual graphics that enhanced the story.

2. The team analyzed the nature of the news items and researched appropriate items for staging that would create interest on the set and not detract from the story.

3. The team reviewed the story line with the Director for pre-production camera staging and lighting in the studio or remote production.

Day 3:

1. Producer/reporter team met with editor and director. Tape.

2. The team selected the best footage of the taped interview.

3. Taped footage over key words in the reporter's content that visually enhanced important words.

4. Previewed the news story with the editor for timing and mixing cover footage.

5. When video portions were previewed, audio track with video was added.

Day 4:

1. Edited the news story with music and cover video.

2. The news team met with editor and video archivest for final preview of mix.

A lenghthy editing session for a one period class completed each 60 second news story.

Day 5:

1. Producer wrote a "lead-in" to the news story that captured the attention of the audience and introduced the story in the newscast.

2. The news story completed by each team was added to the "run down" for the daily news program.

3. At the end of the week, the news team created other news stories for the following week.

The broadcasting students worked in teams consisting of the following: Reporter, Producer, Editor, Camera crew, Timer, Floor Director. In the classes of 150 students, each news team was working on a different news assignment tracked on a daily assignment board and logged each day as shoot schedules by each class's News Director. Each day the Director and News Director reviewed the stories "in the can" and determined the order of each day's five minute newscast.

At the end of the week, the same procedures were followed for the following week with news teams continually logging new stories.

A video tape log was kept for each newscast and reviewed during the class period after news teams

returned from assignments. The "Criteria for the Creation of a News Story" was the method of evaluation for each story produced. The newscast also contained other production elements that come together at the studio news production taping; however, the emphasis in the Practicum study was based on news story content/production/performance. Every position involved taping the final newscast utilizing the process of critical thinking skills. Students were able to initiate action with quality performance as immediate as the situation demanded. All positions in the television productions required critical thinking skills.

In conclusion, the students were asked to sign this standard of broadcast excellence to reinforce their commitment to outline class responsibilities.

WXYZ STANDARD OF BROADCAST EXCELLENCE

THE WXYZ STANDARD OF BROADCAST EXCELLENCE IS A "LIVING DOCUMENT AND REFLECTS THE CALIBER OF PRODUCTION WE ABIDE BY IN SERVING THE SCHOOL X SENIOR HIGH SCHOOL POPULATION.

WHEREAS, WXYZ is an educational station licensed to serve the School X Senior High School population, our policy is to insure an honest, straightforward, accurate news program and entertainment format;

WHEREAS, WXYZ serves School X Senior High School as a primary source of news and information, it is the policy of WXYZ to build the school spirit, morale, pride and self-esteem by featuring and acknowledging the accomplishments of the members of the School X population;

WHEREAS, WXYZ is the visual medium for news and entertainment, it is the policy of WXYZ to be responsive to school needs in covering activities, events, awards, functions;

WHEREAS, WXYZ is also the production facility for entertainment broadcasts, WXYZ policy maintains the responsibility for the high standard of excellence in reflecting the overall quality of WXYZ standards;

WHEREAS, WXYZ has established as a precedent a code of "professionalism" in all televised productions, the responsibility is also an individual dedication to meet obligations implied and outlined in the Standard of Excellence, and, the WXYZ CODE OF ETHICS.

WHEREAS, I, _____, am a participating staff member of WXYZ, as of this date, _____, I will accept the Standard of Excellence as a personal responsibility and strive to meet all objectives with highest professionalism in all my WXYZ productions.

_____ _____

PRINT NAME SIGNATURE

WXYZ "MAGNA CARTA"

"QUICKNESS WITH QUALITY"

1. Review School X handbook for school policies on attendance/make-up work/grading/conduct.

2. WXYZ policies:
   a. Respect for each team member's ideas/suggestions.
   b. Flexibility and adaptability; ability to think quickly and act accordingly.
   c. Meet all deadlines.
   d. Cooperation in creation of the best WXYZ team productions.
   e. Listen objectively and be creative.
   f. Serve the 3000 plus School X community with interesting/exciting/accurate information regarding the activities, honors, achievements of viewers.

Chapter 4

Results

The five minute daily newscast was initiated during the 10 week Practicum period. Also, the "Critical Thinking Skills" post test one and two was administered to 150 broadcast journalism students. (For results of the test see Appendix C: Result of Pre/Post Tests One and Two).

As evidenced from Appendix C, it was determined that students identified the "inferences" in an ambiguous news story by evaluating the meaning.

Description of Studio Set:

The studio consists of a crew that operates two color VHS cameras; a floor director who "cues" the talent on the set; a floor manager who organizes all props on the set and makes sure eveyone is in the proper position when the Director calls for "Ready-On-The Set." The camera operators and floor director wear head-sets on which they receive directions from the Director in Master Control. The Director asks the audio and video engineers to adjust levels and prepare for taping. The audio engineer

"mikes" the talent on the set; the video engineer sets video adjustments and prepares a tape; the lighting director adjusts set lights for the best exposure.

Remote Television Crew:

The news reporter, producer, camera operator and timer work as a team to cover stories "on location" in the school area. Video stories are returned to the Editor to be logged for the news based on date story needs to be aired, and "timeliness" of information. The News Director reviews the stories logged daily with the Director, retimes the taped stories for accuracy, and pulls together five minutes worth of logged stories into a newscast with anchor lead-ins taped in the studio.

The methods employed to evaluate the results of the critical thinking skills was based on one letter grade advance to produce the newscast.

The method system was designed to measure critical thinking skills. The objective of the Pre/Post tests projected the results and an analysis was prepared.

The Criitical Thinking Pre-test One was formulated to evaluate the correct answers in the pre-test designed for the target group. It improved the total

number of correct answers in the pre-test that were repeated after a 10 week "on-the-job" training in news production programming.

The Critical Thinking Pre-test Two evaluated the group based on correct responses to the essay survey. The evaluation scale that used to determine the normal range was as follows:

90-100 = A
80-89 = B
70-79 = C
60-69 = D
59 bel.= F

Comparing the Pre-test One and Pre-test Two, this writer used the "Criteria for the Creation of a News Story," (Appendix D: 52); then averaged the two pre-test scores for a letter grade.

The Post-test One was administered once and then repeated to the target group after 10 weeks of training. The Analysis of answers compared to Pre-test One can be found in Appendix C: 47.

The Post-test Two repeated the essay survey to the target group after 10 weeks. The average Post-test One results and Post-Test Two results produced one score and letter grade. The scores formulated by the target

group were evaluated by the grade scale, analyzed and compared.

The five minute daily newscast proved that the students were able to produce, direct, report, edit and telecast through the closed circuit television station items of concern to the entire student body. The students enhanced their original programs with cover video, and created more interesting stories during the first initiating of the project.

The greatest area of improvement was in reporting and producing raw data into news stories. Reporters and producers began to show improvement in visualization of data for the television medium. Reporters were able to organize and create reports that were factual, interesting and professional. The students also learned to establish a "run-down" of daily news based on a priority appealing to the widest interests of the audience. Most students had the opportunity to become involved in a variety of roles in the course of producing the news. Students were allowed to learn the positions that most interested them and participated in the activities of associated positions. Students had the opportunity to change

positions and learn new roles; all broadcast students were exposed to the overall operation of the television station.

As a result of the 10 week implementation of the newscast, students developed specific techniques of performance and production.

The News Director and Director organized the news show, featuring important stories in a priority order. As the Director's skills improved, the "timing" of the show was more accurate to the five minute time-frame. The Director and News Director became more responsible in initiating a role of "authority" to gain the immediate response of the studio crew in producing the news.

The Director became more creative in initiating ideas through camera shots, that would enhance the overall movement of the final news product. Producers were able to expand their roles enhancing the news story by assisting the audio engineer in the selection of appropriate music. Producers expanded their roles when they began to assist video engineers in the editing of the pieces of the story together to make an "action" video versus "still photography." Producers

improved in their creative ability to present the facts in an interesting setting, and work with camera people in shooting the most "action" shots.

Reporters improved in their news gathering abilities and synthesis of information into reports. Reporters improved in their pre-interview techniques prior to taping the story, i.e., deriving the important information from the guest that needed to be featured in the final report.

Anchors were coached in articulation, expression, diction, presentation and showed an on-the-air improvement of their performance. Anchors were coached in "naturalness" in presenting "lead-ins" to news stories to be edited into the product.

Editors learned to put stories together quickly and observe opportunities to add promotional materials, sound effects and graphics to the pre-produced stories. Editors learned to work in close alliance with reporters and producers as a "team" to produce the most professional final product.

The Lighting Director became aware of special effects to enhance the set and talent. Cooperation and teamwork improved as the crew learned the proficiency

of their job roles. As the cooperation and teamwork efforts were more significantly aligned, the overall newscast showed professional quality performance.

Recommendations

The writer included as a follow-up to the training of broadcast journalists, a special project: organization of schoolwide telecast news conference for high school journalists featuring a local school official discussing the importance of journalism.

The broadcasting students organized, produced and hosted the student news conference which included all of the senior high school news media. A news conference briefing was formated with a 10 minute opening address by the guest and a 20 minute question and answer period by the journalists. The commercial media was invited to cover the high school news conference for the community. (See Appendix C: 47 publicity) The local educational television station aired the news conference to all high schools two times following the "live" telecast.

The news conference provided the opportunity for students to become involved in the planning of a major news event beyond the classroom setting. By student journalists throughout the county gathering together as a unit of "communicators" a network has been created for an exchange of information from other schools to inform the community of student activities.

Through the implementation of the news conference, students gained an understanding of a "news event." The news conference, production also required more sophisticated critical thinking skills to stage a "live" successful event. Students were required to analyze, comprehend, synthesize, and organize the production elements that comprise a major televised news event to the school and the community.

The students attending the conference reported the information received to their own student bodies, through their school media, which spread the influence of the news conference format to other school television stations.

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APPENDIX A:
PRE/POST TEST ONE
ANALYSIS OF NEWS COPY

ANALYZE THE FOLLOWING NEWS STORY FOR ANY WORDS THAT ARE "UNCLEAR"; MEANING WORDS THAT "INFER" OTHER MEANINGS THAN STATED OR MAKE "UNCLEAR REFERENCES". THERE ARE AT LEAST 20 UNCLEAR WORDS.

SALLY JONES WAS ARRESTED LAST TUESDAY, CHARGED WITH BURGLARY AND ROBBERY. POLICE REPORT THAT SALLY COMMITTED THE DOUBLE CRIME WHILE UNDER THE INFLUENCE OF DRUGS. DRUGS POSE A SERIOUS PROBLEM IN THE COOPERTOWN AREA. SEVERAL EYEWITNESSES ON THE SCENE SAW SALLY DRIVING THROUGH COOPERTOWN, STOPPING AT THE CORNER OF 12TH AND ABBOTT, WITH A WEAPON IN HAND POINTED AT A VICTIM. CRIMES IN COOPERTOWN CONTINUE TO PLAGUE INNOCENT RESIDENTS. POLICE SAY THAT DRUGS CREATE A POLICE PROBLEM FOR THE NEIGHBORHOOD.

APPENDIX B:

PRE/POST TEST TWO

1. List the criteria (at least 10 points) for accurate news reporting.

2. Give five examples of "biased" news reporting.

3. Write an objective, 30 second news story to include the following: logical order of important information, place of event, essential facts that present a balanced view of information to the audience.

4. What is an editorial comment? Explain in detail. When is an "editorial" appropriate in broadcast programming?

5. What is the importance of "word choice" in writing a news story? What is the importance of camera and audio engineering in presenting a news story? What is the reporter's role in creating and delivering a news story?

APPENDIX C:

Results of Pre/Post Tests One and Two

The following reflects the averages of Pre-Test One and Pre-test Two implemented at the beginning of the Practicum study. The Averages of both Pre-Test One and Pre-Test Two together reflect the measure of change in learning critical thinking skills.

Student	Average of Pre-Test One and Pre-test Two	Average of Pre-Test One and Pre-test Two	Degree of Change
1	87	87.5	+.5
2	78	92.5	+14.5
3	70	97.5	+27.5
4	82	90.0	+3.0
5	82	92.5	+10.5
6	83	80.0	-3.0
7	78	92.5	+14.5
8	75	90.0	+15.0
9	71	92.5	+27.5
10	85	87.5	+2.5
11	76	87.5	+11.5
12	52	90.0	+38.0
13	78	90.0	+12.0
14	79	90.0	+11.0
15	80	92.5	+12.5
16	84	90.0	+6.0

Student	Average of Pre-Test One and Pre-test Two	Average of Pre-Test One and Pre-test Two	Degree of Change
17	90	92.5	+2.5
18	84	87.5	+3.5
19	79	87.5	+8.5
20	81	87.5	+6.5
21	82	92.5	+10.5
22	84	90.0	+4.0
23	85	90.0	+5.0
24	85	92.5	+8.5
25	80	85.0	+5.0
26	80	92.5	+12.5
27	83	90.0	+7.0
28	75	85.0	+10.0
29	77	90.0	+23.0
30	82	90.0	+8.0
31	84	90.0	+6.0
32	85	85.0	+0.0
33	83	90.0	+7.0
34	80	90.0	+10.0
35	85	80.0	-5.0
36	84	85.0	+1.0
37	85	90.0	+5.0

Student	Average of Pre-Test One and Pre-test Two	Average of Pre-Test One and Pre-test Two	Degree of Change
38	85	85.0	+0.0
39	73	85.0	+12.0
40	82	82.5	+5.
41	82	80	-2.
42	78	87.5	+9.5
43	82	85.0	+3.0
44	81	90.0	+9.0
45	82	77.5	-4.5
46	79	87.5	+8.5
47	87	85.0	-2.0
48	80	85.0	+5.0
49	79	82.5	+3.5
50	79	90.0	+11.0
51	81	77.5	-3.5
52	80	82.5	+2.5
53	79	92.5	+13.5
54	76	90.0	+14.0
55	87	87.5	+.5
56	88	87.5	-1.5
57	86	87.5	+1.5
58	85	90.0	+5.0

Student	Average of Pre-Test One and Pre-test Two	Average of Pre-Test One and Pre-test Two	Degree of Change
59	84	87.5	+3.5
60	84	85.0	+1.0
61	81	85.0	+4.0
62	82	85.0	+3.0
63	82	85.0	+3.0
64	82	85.0	+3.0
65	84	80.0	+4.0
66	70	85.0	+15.0
67	81	85.0	+4.0
68	81	90.0	+9.0
69	73	90.0	+17.0
70	81	90.0	+9.0
71	83	80.0	-3.0
72	81	85.0	+4.0
73	81	85.0	+4.0
74	82	92.0	+10.0
75	76	90.0	+14.0
76	82	92.0	+10.0
77	80	85.0	+15.0
78	83	90.0	+7.0
79	83	90.0	+7.0

Student	Average of Pre-Test One and Pre-test Two	Average of Pre-Test One and Pre-test Two	Degree of Change
80	84	90.0	+6.0
81	83	80.0	-3.0
82	80	90.0	+10.0
83	78	90.0	+12.0
84	85	85.0	0.0
85	82	85.0	+3.0
86	72	85.0	+13.0

Due to the class changes, 86 students were tested and included in the test results instead of the original 150 anticipated.

APPENDIX D:

WXYZ NEWS TEAM CRITERIA FOR THE CREATION OF A NEWS STORY

THE FOLLOWING STEPS FOR ORGANIZING NEWS PROCEED VIDEO TAPING

Step 1: Student records and reviews information that can be developed into a news story. Jot down main ideas that need factual development. Outline notes in a logical order of ideas as details are gathered about a central focus point. Visualization of the main idea should be a central focus in developing the news story.

Step 2: Identify the most important ideas of the information gathered. The most important ideas are those that are timely, and have the most effect on the large portion of the student population. Be able to illustrate the verbal report, visually. Be able to explain the information in a concise, clear, interesting presentation. The news information must be easily understood by the student audience. The reporter's job is to translate numerous facts and information into an accurate, brief report that communicates important activities, honors, events to the school community. Questions used in interviews by the news reporter gathers information from the "talent"; allows the "talent" to present details about a news item. Reporters need to pre-interview talent to determine the

significance of the information; once the outline of information is put in a logical sequence, the reporter determines the direction the interview will take when "taped." Interviews on camera are timed between 30 and 60 seconds for the entire news story.

Step 3: Application: Apply the format of concise, clear, interesting methods of communicating information in a specific 30 to 60 second time frame. Employ the knowledge derived from background pre-interview session and fact-finding news gathering to draw an outline for the extemporaneous report.

Step 4: Break down extraneous information that is too lengthy and not a main idea, and eliminate for report outline. Analyze data that distinguishes important information from unessential, supportive material. Re-time the abbreviated report to fit the 30 to 60 second time frame.

Step 5: Synthesis: Formulate the combination of ideas to be created visually in a simple order that constructs the elements of the verbal content of the story. Utilize information/visuals/ audio portions that have a bearing on communicating the main idea of the news story. Assemble the story in writing with audio/visual content matching the story line.

Step 6: Evaluation: Critique your methods, standard of accuracy, quality of information/clarity and purpose of the news story. Does the story reflect a harmony with school pride, spirit and role model for other students to accept? Does feedback from fellow students who view the news story rate a positive response? Assess your effort at applying the values of ideas, materials, and methods of professional news reporting to a professional standard or role model you hope to achieve as a measure of successful performance.

APPENDIX E

WXYZ PRODUCTION CRITERIA

I. DEADLINES FOR PRODUCTIONS - ALL PRODUCTIONS REVIEWED BY INSTRUCTOR

All show deadlines must be met on time.

A. All programs are produced as "LIVE"

1. Dry-run productions on the set or on location are limited.
2. Stop-downs on the set must be kept at an ESSENTIAL MINIMUM.
   a. The policy for shooting productions is to CONTINUE once the TAPE IS ROLLING, COVER AND IMPROVISE FOR MISTAKES (UNLESS TECHNICAL).
   b. DRY-RUNS ARE PRACTICES...NOT TAPINGS.
   c. WHEN TAPE IS ROLLING....PRODUCTION IS "LIVE".
   d. Dry-runs are practices OUTSIDE OF TAPING TIME.
   e. Dry-runs are rehearsals with everyone participating in their designated role/a rehearsal for taping segment.

B. PRODUCTION PLAN - TIME FRAME

1. Be prepared to perform extemporaneously and accurately.
2. Rehearse your project on your own time; tape on WXYZ time.
3. Taping time:
   a. All crew on the set, on time and anticipating Director's cues.
   b. Schedules must be adhered to as indicated.
4. News stories:
   a. Taped during ONE class period and ready for broadcast including cover video, audio and lead-ins in proper places.
   b. Remote teams should be able to shoot 3 news stories per period.

C. Editing

1. Edit news stories as soon as completed/same period, same day.
2. Pre-plan with your team all necessary materials for the production PRIOR TO REACHING THE EDITOR'S MACHINE.
3. PRODUCERS should have prepared log written for Editor, i.e., indicates the following:
   a. In cues and out cues
   b. Cover video time
   c. Editor must be able to interpret your log for editing or he will then use his own artistic judgment.

II. WXYZ PROFESSIONAL CODE OF ETHICS

A. Responsibility to 3000 students plus teachers and staff includes the following:
   1. Responsibility to build school spirit.
   2. Act as a role model for students at School X; professionalism always when on assignments.
   3. Responsibility to guests to make them feel comfortable.
   4. Responsibility to perform any task necessary to accomplish productions.
   5. Responsibility to perform to the best of your ability.
   6. Responsibility to be cooperative and helpful.
   7. Responsibility to attend all production meetings.
   8. Responsibility to strive for quickness, quality and excellence.
   9. All productions must represent FACTS, ACCURACY, FAIRNESS and OBJECTIVITY.
   10. Responsibility to carry out your assignments in the spirit of a professional broadcaster and as an award winning television station.

APPENDIX F

1. What is the responsibility of the position in which you have been serving most frequently during the WXYZ News broadcast?

2. How are you to execute the responsibilities of this position to its greatest degree of perfection in WXYZ's News?

3. Describe the purpose of the following positions as they fit into the WXYZ Newscast:

a.	Anchor	k.	Lighting
b.	Camera	l.	Producer
c.	Editor/Asst. Editor	m.	Asst. Director
d.	Switcher	n.	Asst. Producer
e.	Audio Engineer	o.	Stage Design/Construction
f.	Floor Manager	p.	Production Asst.
g.	Timer	q.	Archivest (video/audio)
h.	Director	r.	Remote Camera
i.	News Reporter	s.	Chief of Studio Operations
j.	Graphics	t.	Sports

Every person involved in broadcasting has derived a knowledge of every position in the WXYZ News production.

APPENDIX G

GRADE: 10, 11 12 COURSE: BROADCAST JOURNALISM/ TV PRODUCTION

INTRODUCTION: The purpose of the following assignments will be to teach a professional on camera and studio performance and decorum as well as the follow-up responsibilities of getting news story recorded properly and distributed to the necessary sources for logging.

I. INSTRUCTIONAL OBJECTIVES: Upon completion of the week's activity, the students should be able to accomplish the following tasks: (Reporter techniques/responsibilities)
   A. Tape an on camera news story utilizing the professional techniques of poise, articulation, informal/limited gestures, eye contact with the camera/script/interviewee, proper stance/posture.
   B. Reporter should be able to write a catchy, concise lead-in to the news story to be read by the anchor person.
   C. Reporter should be able to extemporaneously edit news story into a maximum 60 second delivery.
   D. Reporter should be able to work with the producer in creating and locating a selection of appropriate visual and audio cover materials to enhance the story when time to edit together.
   E. Be familiar with the video tape library/archives.
   F. Turn in a video (left side of log)/audio (right side of log) log that outlines the information for the editor ("in" and "out" cues); words the anchor lead-in; summarizes the story content (left side of log); times the story length and logs it on the log sheet; logs the video tape upon which the news story is taped; distributes copies of the log to the following sources:
      - anchor clipboard
      - producer's clipboard
      - director's clipboard
      - floor manager's clipboard
      - editor's log
      - New Director and teacher

UNIT CONTENT:

II. Producers, reporters/audio engineers/camera work with the news reporter in practice repeat of the news story for delivery: poise, posture, microphone use between reporter and talent, correct articulation that is sloppy, have reporter highlight remarks that his eye must immediately pick-up when referring to note cards.

A. Work on reporter establishing the "camera" an another eye contact and third "person."

B. When story is improved for professional delivery, re-tape story and review the final version with the editor, producer to select cover video/audio.

C. Reporters, producers/audio, video archivists Determine, with producer, cover footage that is most appropriate for the report based on the following criteria:

1. Go to video archive library and locate tape that can focus the viewer on the main action/point of the story content;
2. Select video that will enhance the action/movement/mood/pace of the report.
3. Use footage that appeals to a large portion of the schoolwide population and will heighten interest in the report.
4. Does cover footage detract or enhance the report?
5. Does visual cover footage support the news story; does it represent the content of the report?
6. Does the report with the cover video give a true representation of the main idea/point of the report? Does the impact of the report create a positive impression, contribute to the pride and school spirit?

III. A. Producers/reporters/editors/audio and video select an audio track to go underneath the report, if appropriate based on the following criteria:

1. Will music/sound effect enhance the action of the news story?
2. Is music appropriate for the mood/facts/pace of the report?

3. Is the story of a serious nature, humorous, exciting, select music accordingly.
4. Music used underneath a voice-over report, must not have any vocal recordings.
5. Determine with producer/editor when sound effects/music should be faded into and out of the report, if used. Determine when the audio should be loud/soft or not at all.

IV. A. Producers/Reporters/Editors/Audio and Video Editing the news story for the WXYZ newscast:

1. Select the best footage of the 60 second pre-recorded report and edit the cover video footage over key words in the report's content that visually depict the important words.
2. Time each video cover footage to be used over the report for specific segments.
3. Preview footage on editor and time the new "piece" before audio is mixed.
4. When video portions are previewed together (news report preview with cover video footage previewed over report); preview audio.
5. Select appropriate audio from music/effects library after "pace", "rhythm", "idea" of the report is previewed. If music is not essential to enhance report, do not use it.
6. Edit the final report together.
7. Log report following the procedures for log distribution. Reporter's responsibility.

V. Aids:

A. Video archives/audio archives.
B. Hand out sheets on VCR editing.
C. Orientation to editor; preview with instructor when ready to review.
D. Practice tape of first story version.
E. Viewing of network/local reports/WXYZ reporters for critique (homework).

VI. Evaluation: Excellent to Poor
- A. Proper on camera techniques according to criteria.
- B. Essay on procedures for on camera behavior.
- C. Test on reporter responsibilities to log and distribute logs after story is taped for the WXYZ news.
- D. Evaluation based on overall performance before camera.
- E. Evaluation on follow-up of all steps in creating/completing the news story.

APPENDIX H

UNIT PLAN

GRADE: 10, 11, 12 COURSE: Broadcast Journalism/ TV Production

INSTRUCTOR: _____

UNIT TOPIC: HOW TO CREATE AND PRODUCE A NEWS STORY FOR WXYZ

DURATION: Three Weeks/Each daily session moving from "theory" to "practice"

I. INTRODUCTION: The purpose of the unit is to instruct students in the critical review, analysis, evaluation and application of criteria for producing an accurate news story. The students will survey sources of information from commercial television and determine the difference between "opinion" and "fact"; "subjective" and "objective" news preporting. The students will apply the criteria for accurate reporting by creating, producing and performing a news story for WXYZ.

A. INSTRUCTIONAL OBJECTIVES: Upon completion of this unit the students will:

1. create, produce and perform a news story for broadcast on WXYZ morning news
2. be able to determine the difference between a "biased" news story and a story that reports facts objectively
3. be able to analyze the important information in a news story and formulate it into a visually interesting report
4. be able to evaluate the information in terms of its logical sequence of importance
5. be able to gather information and compile it into a priority order of events that can be easily and readily understood by a high school audience.

II. UNIT CONTENT CONCEPTS

A. Surveying and reviewing newscasts on commercial/educational television (utilize video tapes and live newscasts on local and network channels). One class session of analysis of information on the newscast for opinion or fact. How the information is used and the order it takes in the day's events. Follow-up with detailed analysis during the week.

B. Brainstorming for WXYZ news and information that can be developed into a news story. Cluster ideas that can be developed from little known facts into a detailed report. Survey of resources in the school, Activities office, Counselors, Sports events, Scholastic awards that possess newsworthy items of interest to the school population. Develop a weekly plan to evolve the information into a logical story presentation prior to production.

C. Evaluation of a WXYZ news story that is ready to be produced for broadcast. Evaluate the news story by utilizing the Bloom method of "taxonomy"; how does ;the "news event" compare to the application of the "taxonomy" objectives. One week for developing the "theoretical news item" into a concise news story.

D. Professional news decorum; review principles for professionalism in news gathering situations and broadcasting news stories as "talent", "production" or "reporter". Teamwork principle as a basis for operation; cooperation in tasks whether considered "less than desirable" or "on-the-air work". Professional Code of Ethics which emphasises responsibility to high school community as a "role model", and communicator of "pride and self-esteem" through professional news reporting.

III. PROCEDURES

A. Students will get to know each others values concerning ethics in broadcast journalism by a "round-robin" question/answer survey of the

class. A general questioning will determine student participation in broadcast journalism prior to the class; level of involvement will be revealed to begin to create a "team" spirit as the "communicators" in the school. (Teacher will lead discussion with students) 1 session

B. Students will meet in "pods" designed around broadcasting areas of interest. Students interested in producing/performing as crew members for the newscasts will formulate in groups objectives to improve the WXYZ news. 1 session

C. The pods will meet after the class has viewed several of the early newscasts from WXYZ and the later, better produced newscasts. Handouts will be distributed describing the type of TV positions available for producing the News. All positions will be pivoted around the creation of a well-produced newscast on a daily basis. (see attached on job responsibilities) 2 sessions

D. Students will be taken on a guided tour of the studio to assist them in more positively ascertaining the role they tentatively choose as a starting point in a rotation of news positions on the set. Orientiation. 1 session

E. After a week of orientation to the news content and studio procedures/positions, students will work with team-pod leaders (former students) as apprentices in their chosen first positions. The positions will be reviewed after one week's trial initiation of a limited responsibility in fulfilling the role objectives as a solo practitioner.

F. Students will take their assigned/chosen positions for a practice trial-run of a newscast as formulated for WXYZ. One week of practical application of methods discussed, theoretically, the two weeks prior. Tape production.

IV. AIDS

A. Dittos of TV Production Positions (The Production Crew; Director, Producer)

B. Video tapes of random newscasts (recent) from local stations and network,
C. Handout of WXYZ criteria for accurate news gather/reporting/studio protocol. (Part of Unit One - one week plan to teach creation of a news story).
D. WXYZ news editor, cameras, full studio facility orientation.
E. Handout on Bloom's "Taxonomy" guidelines for creating a news story. (Unit one).
F. Handouts from law journals analyzing the importance of "wording" of news items "Trends in the Law", American Bar Association, January through December, 1986.
G. Handout "Television Scriptwriting"; glossary of television production terminology.

V. EVALUATION - Based on a 5 4 3 2 1, Excellent to Poor Rating

A. Final product will be evaluated on the presentation of the reporter.
B. Participation in accuracy of preparing materials for report based on the WXYZ News Team Criteria. (Each step in the taxonomy will be rated individually).
C. Completion of the report and taping for the news.
D. Complexity of the continuity, i.e., the content of the news story and the selection of visual/audio footage that enhances the story.
E. Essay composed of the processes in a step-by-step order for the preparation of a news story.
F. Definition test on TV production glossary; must be passed before using equipment (Comprehensive grade of 90% or more.

APPENDIX I

GRADE: 10, 11, 12 COURSE: BROADCAST JOURNALISM/ TV PRODUCTION

INTRODUCTION: The purpose of the week's assignment will involve the formulation of information into the creation of an accurate, concise, interesting news story to be taped and broadcast on the WXYZ newscast.

I. INSTRUCTIONAL OBJECTIVES: Upon completion of the week's activities the students should be able to accomplish the following objectives:
   A. Organize research/survey materials that offer information that can be developed into a story of importance to the large portion of school population. Be able to distinguish between main ideas and supporting details.
   B. Conduct an interview to obtain facts, knowledge on a topic to be developed into a news story. Recognize relevant information to be reported.
   C. Organize thoughts into a logical sequence of events, importance, prioritize facts into an informational outline for an extemporaneous report.
   D. Analyze information, narrow facts to three basic elements that will communicate a main idea and conclude iwth a "clincher" via an expository news report.
   E. Be able to communicate a news report in a concise, clear, accurate format that is appropriate to the schoolwide audience, offers interesting orderly presentation by reporter and informs students through an objective interpretation of data.

II. UNIT CONTENT:
   A. Use of words; word choice in formulating objective report. (One session)
   B. Visual/audio input that will enhance the understanding of the report in the final product (news story). (1 session) (Combine A & B in one day)

C. Television reporting as a means of dissemination of information that is important to the schoolwide population at large and supports the self-esteem, pride, school spirit. (1 session) (Use former news videos, WXYZ)

D. Creation of the "news story" utilizing Bloom's "taxonomy" adapted to news gathering, analysis, comprehension, application, synthesis, knowledge and evaluation. (3 sessions)

III. PROCEDURES:

A. Hand-out articles on word usage for clarity of meaning. Discuss status quo law issues regarding words used in information/explanatory (Expository) writing of news stories versus pursuasive terms used on advertising and editorials.

B. Review "words and expressions commonly misused" from NOVA Un. Form and Style manual. Exercise: Have students make a list of additional words that are "objective" and "not objective"; ask students to view an early evening national newscast, a late evening national newscast on another channel and compare the content of the information for similarity in meaning; contrast the newscasts viewed with the same content on one story as written in the "print media".

Assignment on first two sessions of unit content A & B

1. Outline the one news story you assess to contain the most accurate, interesting, concise objective presentation of information (from network).
2. Indicate visual/audio aids that were utilized to contribute important facts indicated in the story content; did the "visuals/sound effects" "infer" information not contained in the story content as reported by the newscaster.

C. Hand out and discuss WXYZ NEWS TEAM CRITERIA FOR THE CREATION OF A NEWS STORY. (See attached Criteria).
Exercise: Begin on third day with Step 1 and 2 of the WXYZ NEWS TEAM CRITERIA. In class watch video tape of former WXYZ newscast (a show taped early last year; two shows taped near the end of the year). Discuss and critique information based on the WXYZ Criteria hand-out sheet. Playback three shows a second time for depth analysis and comprehension of story content. Students should take notes. Ask students to select one story in the newscast and analyze the content for the following elements:

1. Opening/introduction/corresponds to topic of story idea
   a) Creation of interest to student viewer
   b) Clarity, conciseness of opening
2. Development
   a) Does the story develop in a logical sequence as told by the reporter; are the most important facts listed in a priority order; are there supporting ideas in the main content to hold audience attention; is the information accurate?
3. Clincher close
   a) Does the reporter have a definite ending
   b) Does the conclusion of the story seem logical; do you feel like the end leaves the viewer "cliff hanging"?
4. Are the visual/audio portions utilized to support the news content or do they detract from the interest the newscaster is reporting?

D. The third day of the WXYZ News story creation (the last day of the week's plan) present the news stories in class utilizing the extemporaneous news outline. Each student will act as the "news reporter" in making the presentation of their story to the class. Each "reporter" will include a list of

visual/audio suggestions that can be used over parts of the report. (The aid will pull video/audio tracks suggested by the reporter and that will be edited over the reporter's story. Later, production students will search for the video/audio portions).

E. The students will begin taping their reports for the first time at the beginning of the next week. Presentation for television reporting will be developed after the students see the playback of each of the first reports and critique their material from the basic WXYZ News Team Criteria Format.

APPENDIX J

ON-CAMERA INTERVIEWING TECHNIQUES

I. Preparation for interview session that is taped in studio or on remote location:

A. Make appointment with person(s) to be interviewed/taped to discuss the focus of the presentation. (Often the reporter/producer has only a few minutes prior to taping to prepare a news interview, due to "TIMELINESS" of the story.)

1. In NEWS, "Timeliness" is one of the most important responsibilities of a News operation. A story which occurred two days before taping IS DEAD. A story must be completed and aired AS CLOSE TO THE EVENT AS POSSIBLE, PREFERABLY THE SAME DAY.
   a. "QUICKNESS WITH QUALITY"
   b. By the time the reporter is ready to TAPE WITH THE TALENT, TAPING SESSION BEGINS. THE ONLY REHEARSALS ARE FOR CAMERA SHOTS, AUDIO, PRODUCTION CUES.
   c. Studio/remote crew time is NOT FOR REPORTER/TALENT PRE-INTERVIEW SESSION.

B. Coordinate availability (period of the day, time) when studio/remote crew can accommodate your production. Schedule your time in writing. BOOK YOUR CREW IN THE STUDIO CALENDAR SO EVERYONE WILL KNOW THE SCHEDULE. (This applies to reporters/producers responsible for booking time).

C. Reporter/Producer "pre-interview" subject(s) prior to taping.

1. TV INTERVIEWING does not require copious notetaking. Be brief and to the point in searching for information. Inquire about the most interesting points and develop. Take notes.

2. Three elements to outline:
   a. Introduction idea
   b. Three central elements of the raw data/main idea you want to use as a central theme of the interview/production
   c. "CLINCHER" closing (if a news story create a DEFINITE ending. (In a news remote feed, reporters "clinch" the story then end with standard, "I am Jane Smith, reporting for WXYZ News/Sports."
3. Producer/reporter discuss possible visuals/graphics/props/cover
   a. Producer's responsibility is to research/select possible enhancement items
      1. Preview cover footage in library (video).
      2. Using the log paper, write down "in time" and "out time" of selected footage you might use as cover video/audio over story.
      3. Write down exactly which tape contains the video/audio you want to use.
      4. Once a final decision is made on the preferred footage to be used, be sure you write on the video OR audio side of the log sheet for Editor, where cover footage should be added in the final story. [USE A REPORTERS WORD CUE, AS AN IN OR OUT CUE, USE A TIME INTO THE REPORT (EXACT) WHERE FOOTAGE IS TO BE ADDED. BE SPECIFIC TO EDITOR OR HE WILL MAKE HIS OWN JUDGMENT].

II. Interview Taping Session

A. Interviewer and crew should be mentally/physically prepared to tape at designated time.

B. Interviewer must be WELL-GROOMED and ON THE SET at DIRECTOR'S FIRST CALL.
   1. "Ready on the Set" means ready to tape. Be on the set as soon as possible so that staging can be completed. Interviewer can use this time to prep the talent (make them relax, build confidence and review what is going to happen during taping).
   2. Reporters/Producers influence the MOOD of the production by personal behavior and appearance. BE POSITIVE, CONFIDENT, POISED, BE PREPARED.
   3. Producer should have all insert materials organized, located and in the proper hands prior to the talent arriving for taping. Review with Director the sequence of events and cover any last minute changes or details. REMEMBER, MEDIA IS A "LIVING" COMMUNICATION...FLEXIBILITY IS ESSENTIAL...CHANGES ARE A SIGNIFICANT COMMON EVENT...NECESSARY FOR A "HAPPENING" ELECTRONIC TRANSMISSION OF IMMEDIACY.
   4. BE PREPARED TO MAKE LAST MINUTE CHANGES FOR THE GOOD OF THE WHOLE PRODUCTION. THE DIRECTOR HAS THE "SAY" ON STUDIO OPERATIONS OF THE PRODUCTION.
      a. Reporters/Producers have the "say" on content and its visualization. The Director strives to initiate the studio action to make the report as "visually" accurate as the reporter/producer desires. The Editor also has the important role of carrying out the artistic ideas of the producer/reporter.

C. GUESTS
   1. All WXYZ staff are responsible for greeting guests and receiving them into WXYZ studio with a professional formal attitude. The studio is a professional atmosphere.

2. The Producer is responsible for seating talent where Director locates. Make the guests feel comfortable and relaxed.
3. While set is being prepared for details of taping, reporter should review with talent.

D. Dry Run
1. Director/producers review camera shots/sequence. Director sets up crew.
2. Director/Floor Manager inform interviewer:
   a. How time cues will be given
   b. Amount of time for sequence
   c. Where to look, when (what camera or at each other)
   d. Smile
3. Interviewer MAINTAINS CONTROL OF INTERVIEW: CONTROLS MICROPHONE (guest never takes mike from interviewer).

E. Microphones/Audio
1. Audio person mikes the set/people on the set/determines with DIRECTOR which mikes to use.
2. Audio levels are taken (ALWAYS WITH HEADPHONE ON TO MONITOR LEVEL AND METER).
3. HEADSETS ARE USED BY ALL CREW AT ALL TIMES DURING DRY RUN AND TAPING.
4. ALL audio levels must match and not be OVERDRIVEN WITH VOLUME/TREBLE/BASE; levels must be equal between talent/interviewers
5. Interviewer must be AWARE of placing hand held microphone at least one foot from the chin at a 45° angle of talent. Lapel mics should be balanced with audio hand held mikes if both are used.
6. If music is used underneath interview: NO VOCALS. MUSIC SHOULD BE MONITORED WITH HEADPHONES AND METER TO KEEP AT A MINIMUM LEVEL BENEATH THE INTERVIEW. USE MUSIC ONLY IF APPROPRIATE TO CONTENT.

F. Cue cards for Interviewer
   1. Try to rely on notes and mental agility in a taping session.
   2. Do try to maintain good eye contact if cue cards are used with notes. Ask Floor Manager where cue cards can be located for proper camera use.

G. Lighting Engineer (pre-set lights)
   1. Set should be appropriately lighted as to mood and setting of the production.
   2. Discuss with Director, the aspects that can be utilized to make the best lighting possible for the production. Experiment, and be extremely careful to avoid lights in THE CAMERA LENS. Discuss lighting with Producer/Reporter before final determination. Offer suggestions that are creative.

H. Camera Shots - Dry Run
   1. Director begins dry run procedure; directions STRICTLY ADHERED TO BY ALL.
      a. Quiet on set.
      b. Ready on set.
         1. Everyone anticipating positions and action
         2. No one BEGINS OR MOVES UNLESS DIRECTOR GIVES THE EXACT CUE of what he wants to happen when.
   2. Camera people have pre-rehearsed with Director the shots and sequence while talent is on the set prior to taping. Every production is TAPED AS A "LIVE" PRODUCTION....THUS DO NOT PLAN ON RE-DOING TAPING SESSION.
   3. Camera people must frame the talent exactly as directed.
      a. Camera movement only as directed.
      b. Camera holds shot until directed to change shot.

I. Floor Manager responsibilities:
   1. Make certain set is completely in order with all props/graphics ready at time of taping.

2. All sequences of the show are pre-timed, and written down. Director must have pre-timed information.
3. Floor Manager works with Floor Director in preparing the floor crew and props.
4. Floor Director times the sequences and keeps the running time of the show and cues talent.

J. Floor Director:
1. Running Time of the show is handled as follows:
   a. 4:30 News Show
      1. Clock is set for length of total show time.
      2. Each STOP DOWN during taping, clock is stopped. Time into the show that is going to be used, not dumped, is logged. Mistakes are not logged into the time. Only the tape that is "good" is kept track of for the Director and Talent.
      3. Footage to be added later/add into the running time of show (Producer/News Director/ Director should be already know time).
      4. Keep constant track of the show time and verbally notify people on the set.
      5. 2 MINUTES WARNING TO ALL is the time to cut or stretch for talent and all members of the team.
      6. SHOW MUST BE IN "BLACK" AT EXACTLY PRE-PLANNED TIME.
      7. "TIME" IS THE KEY TO A PROFESSIONAL PERFORMANCE. A SHOW SHOULD NOT LOOK RUSHED OR DRAGGED OUT.

III. Interview Session with Talent

A. Interviewer controls pace/mood of talent.

B. Questions and flow of ideas should be natural. Avoid cliches. Avoid patterns. RESPOND TO THE TALENT. DO NOT ACT STILTED. LISTEN TO THE COMMENTS....RESPOND SPONTANEOUSLY. AVOID QUESTIONS THAT REQUIRE A "YES" OR "NO" ANSWER.

1. Create interest...listen to how you sound...play back practice sessions...you are your own best critic. Watch good interviews/productions that you think are creative/interesting.
2. Produce a program THAT YOU WOULD ENJOY WATCHING. AVOID DULL QUESTIONS THAT WOULD BORE THE VIEWER AND YOURSELF. IF YOU ARE BORED, MORE THAN LIKELY EVERYONE ELSE IS ALSO.
3. CREW ON THE SET...
   a. Talent/interviewers depend on your support
   b. Be alert to nervousness and contribute a positive atmosphere to lend confidence.
4. Guide your production. Be able to politely interrupt a conversation when time must be halted; at 10 seconds left, interviewer should be moving out quickly from the segment. Practice with friends. Attempt to speak and interview in 60 seconds in a COMPLETE IDEA THAT IS OPENED, DEVELOPED AND CLOSED. PROFESSIONAL INTERVIEWING TAKES EXTREMELY GOOD TIMING...AND...IT TAKES A WHILE TO BE CONFIDENT.
   a. DON'T BE DISCOURAGED. DIVE IN. RELY ON YOUR OWN GOOD INSTINCTS, AND INTELLIGENCE. EVERY WORD DOES NOT AND SHOULD NOT BE PLANNED.
   b. SPEAK FROM AN OUTLINE.
5. Pay attention to your Floor Manager for the unexpected and be able to react and comprehend the situation without interrupting the flow of taping.

a. DO NOT STOP DOWN A SEGMENT IF YOU FLUB. GET YOURSELF GOING AND RECOVER....AND KEEP ONGOING. THIS APPLIES TO EVERYONE.
b. YOU MUST RECOVER FROM MISTAKES ON THE SET, WHILE TAPING, AND NOT EXPECT TO STOP THE ENTIRE PRODUCTION. THINK OF EVERY PRODUCTION AS "L I V E."

6. Interviewer will respond to talent and director will follow what is happening on the set unless there is a physical, technical problem that must stop the production.

7. Studio interviews: Interview closes with a compact ending that completes the idea and wraps it up. A thank you to guest may be appropriate as a final note.

8. Interview must: Be pleasant, smile, use good clear diction, gesture naturally, be relaxed, cooperate with crew, end on time.

IV. Remote Crew

A. Producer/Interviewer determines the on location set.
B. Chief remote crew cameraman/lighting engineer preview shots and place talent in best "technical" position.
   1. Reporter/producer discuss the "artistic" locations prior to reporting to the location. Location is chosen based on best lighting and artistic needs to meet the content of the production.
C. Producer HAS FINAL WORD ON SET LOCATION (providing it meets technical excellence). Camera crew members work within the reporter parameters, to achieve the best artistic/ technical production.

V. FINAL PREPARATION FOR REPORTER/INTERVIEWER IN CHARGE OF ARTISTIC PRODUCTION (PRODUCER)

A. Reporter should prepare outline only with key points to be HIGHLIGHTED IN DISCUSSION.

1. Be flexible.
2. Be interesting/look interested/respond to talent by head movement/gestures.
3. Smile when the talent is talking; never show any personal expressions or reactions. Be professional/expect the unexpected responses and reply to those unexpected/be quick in responding, keep the discussion/production MOVING.....DO NOT BREAK BETWEEN QUESTIONS AND ANSWERS...KEEP THE FLOW.
   a. Director should establish the mood that the producer/reporter wants for the overall impression of the production.
      1. Camera shots create FEELING. THINK ABOUT THAT IDEA.
4. Interviewer must keep facial expressions complimentary to the guest...even if in disagreement. On-camera interviews are not the place to show disagreement unless a professionally worded questions asks the guest about an alternative point of view. Still, the interviewer maintains a PROFESSIONAL POSTURE.
5. Avoid questions that ask for a "yes" or "no" answer. Ask for explanations.....brief ones. Prepare the talent to answer in brief comments...due to TIME FRAME.
6. Avoid redundancy of words and cliches. Be original. Introduce your questions with interesting background/comments. Do not just throw a bland questions at the talent. Show your research/knowledge that went into the preparation of the story. BE INFORMED.

7. Your questions/production establishes your credibility and the credibility of WXYZ and beyond that your school (in national competition).

8. IMPORTANT: PRACTICE VOICE MODULATION...AVOID MONOTONE. Give expression to your voice.

9. HIGHLIGHT YOUR COPY; WORDS THAT YOUR EYES NEED TO CATCH IMMEDIATELY. HIGHLIGHT IMPORTANT WORDS FOR EMPHASIS

10. THE GUEST IS THE STAR.....MAKE THEM FEEL IMPORTANT.....NOT YOURSELF.

APPENDIX K

WXYZ STORY LOG

1) Reporter: _____

2) Talent: _____

3) Story Title: _____

4) Tape Used: _____

5) Running Time: _____

6) Shot List:

   A) WA _____

   B) M _____

   C) CU-ACTION _____

   D) CU-REACTION _____

   E) REVERSAL _____

7) Shots/Sequence _____

_____

ANCHOR LEAD IN:_____

_____

_____

_____

DISTRIBUTION:

Anchor
News Director
Editor

ANCHOR TAG: _____

_____

_____

_____

_____

APPENDIX L

STANDARD NEWS SHOT SHEET -FOR REMOTE TEAM SHOOTINGS

FLOOR DIRECTOR OR FLOOR MANAGER	CALLS THE SHOTS AS FOLLOWS:
1. "Video Pre-roll	10 Second countdown
2. "Stand-by to cue talent	Get ready to tape segment - 10 Second "talent stand-by"
3. "Cue Talent"	Timing begins on first shot
Standard NEWS format shooting:	(60 Seconds)
STEP ONE:	Camera time on this shot:
WIDE ANGLE (WA) ESTABLISHING SHOT (2 SHOT)	_____

STEP TWO:

CLOSE UP/ or
MEDIUM CLOSE UP
of Talent

Camera time on
this shot: _____

STEP THREE:

REVERSAL SHOT/REACTION SHOT OF REPORTER
(Reporter nods head and "reacts" with no spoken words to the Talent.)

CAMERA TIME: VIDEO ONLY

Step four:

Wide Angle still shot: CAMERA TIME: 20 seconds

no pans tilts or zooms

Step five CAMERA TIME: 40 seconds

Medium shot of Subject of the Interview (not the talent but shots of the event taking place) CAMERA REMAINS STILL

Step six CAMERA TIME: 60 seconds

Close Up (CU) of action occurring. I.E. Subject and football, actions such as crowd reaction

Step seven CAMERA TIME: 20 seconds

Any special shots the producer needs to have shot to enhance the story

PRODUCER:

Logs all times of sequences shot on location

Records information on Log Sheet including:

1. Tape Number used, title of story, talent, producer and reporter. Crew members on the shoot.
2. Take tape back to studio for editing; producer words with reporter and editor to view tape and select the shots to be edited for the 60 second report. Producer logs on log sheet in and out cues of talent/reporter and logs the time cues where segment is to be edited together with other segments.

3. LOG SHEETS MUST BE LOGICALLY THOUGHT THROUGH AND ABSOLUTELY CLEAR IN ORDER TO EDIT SEQUENCES TOGETHER IN THE ORDER REQUESTED.

APPENDIX M

Assignment for All
Broadcast Journalism Classes

UTILIZING YOUR WXYZ GUIDELINES, ANSWER THE FOLLOWING QUESTIONS:

1. What is the purpose of a "pre-interview" by the producer and reporter?

2. What is cover video?

3. What is a "clincher" closing to a news story?

4. Write a "lead-in" to the following story:
   Do not use your name in the lead-in...be creative)
   Saturday night the football team plays School Y High School. The game is part of the events taking place during homecoming. School X's homecoming is slated to be a spectacular event which begins Monday with a kick-off pep-rally. The week's homecoming activities include the election of a Homecoming Queen and King, Dance after the game, and Spirit Week contests.
   .....

   Write a "clincher" close to the story.

5. Write 3 steps for camera shots and procedure during a "dry run."

6. Write down the responsibility of an interviewer and crew in a tape session. (Be specific and include all procedures).

7. Write down the responsibility of the "audio" engineer.

8. Detail the responsibility of the "remote crew" on a "shoot."

9. What "position" has the "final word" on a set location?

10. Where does the producer distribute the WXYZ STORY LOG? Be specific? What position should get the clearest written copy? Who gets the "tag" to a story?

APPENDIX N

LESSON PLANS

FOR ALL TV CLASSES: IN CLASS ASSIGNMENT

Turn in papers at the end of the period.

1. Write a draft letter to a celebrity, or important person in the area of politics, the arts, TV/Radio, news figure. In the letter develop the idea why you would like to invite the person(s) to WXYZ. Explain the programming that WXYZ offers on a daily basis and WXYZ's objective to inform 3,000 students about information important to a student. In the letter, indicate what important contribution the person you are inviting can offer to our School X population should they accept your invitation to talk to our students.

2. On a separate sheet of paper give 10 solid reasons why you want to invite the particular guest to WXYZ. Answer the following questions in your explanation.

   a. What contribution can the guest offer our 3,000 School X population? (Does the guest have special knowledge of a field students may want to know more about; does the guest have a profession that relates to student interests; does the guest have a wide range of influence in the media and, thus, the public; does the guest have an important role in American society or our state such as the Governor, Senator, etc.)

   b. What FORMAT would you create to showcase your guest? If a news conference format is not the appropriate means of staging an event which features your guest to the School X population or our Broadcast classes, what FORMAT would you use? How long is the guest appearance? Is the guest of interest to broadcasting students only or as an optional program to the school?

c. Outline your format, camera shots, and sequence of events you would stage to showcase your guest in a 1/2 hour presentation.

1) Include camera shots using 2 cameras, type of microphone, introductions and conclusion.

2) BE CREATIVE, PRACTICAL, UNDERSTANDING

3) Refer to your WXYZ GUIDELINES:

a) Article on "STAGING FOR TELEVISION"

b) Article on TELEVISION CAMERA OPERATIONS - "Creating the Feeling"

YOUR FORMAT SHOULD BE ABLE TO BE PICKED-UP AND READ BY THE DIRECTOR AND PRODUCER AS AN OUTLINE THAT HE CAN SET UP AND INITIATE BY ADDING TO THE FORMAT. DO NOT WRITE A SCRIPT, ONLY THE IDEAS IN OUTLINE FORM.

APPENDIX O

IN CLASS ASSIGNMENT

ALL BROADCAST JOURNALISM/PRODUCTION CLASSES

PLEASE FINISH THE FOLLOWING ASSIGNMENT IN CLASS AND TURN IN THE PAPER AT THE END OF THE PERIOD.

1. Create a new program idea for your class as a special project. The project idea should be one that your class can produce and carry out.

2. The following elements must be included in your paper that is to be turned-in this date:

   a. Create an interesting show that features a subject of interest to School X students. The program can be entertainment or news oriented.

   b. Outline your project. Include the show title, and a 1/2 page summary of the format, length of time show will run, and the segments in the show.

   c. Write a shot sheet that presents a general camera/studio/remote plan to shoot the project. The shot sheet will include the type of shots you will utilize to present the idea in an interesting and creative way.

   d. Include a list of props, graphics, art that will enhance the program.

   e. Create a set design and lighting plan for the set and talent area. Be sure to place the talent on the set and indicate how the talent will be used.

3. Your TV project should include a purpose that you hope to accomplish with the audience. Do you want the audience to be entertained, informed, or take action on the subject matter you presented in your program?

4. Your paper should be in OUTLINE FORM EXCEPT FOR THE 1/2 PAGE SUMMARY OF THE PROGRAM.

   a. Include all details pertinent to the project so that a director can read your project outline and know what to do to initiate the first plan in producing your program.

   b. YOU ARE THE PRODUCER, AND THEREFORE, MUST CLARIFY YOUR IDEAS TO BE UNDERSTANDABLE TO OTHER CREW MEMBERS WHO WILL INITIATE YOUR IDEAS INTO A PRODUCTION.

APPENDIX P

TEST: PRODUCTION ALL TV CLASSES

Identify the responsibilities of the following positions. Be specific and go into detail:

1. Producer
2. Floor Director
3. Floor Manager
4. Reporter
5. Audio Engineer
6. Director

APPENDIX Q

Write your name on your paper. Fold you paper lengthwise and put your name and period on the outside.

IN CLASS ASSIGNMENT

TURN IN AT THE END OF THE PERIOD.....
USE WXYZ GUIDELINE NOTEBOOK.....

ANSWER THE FOLLOWING COMPLETELY, WITH DETAILS AND ANALYSIS ACCORDING TO WXYZ STANDARDS.

YOU MAY USE AN OPEN BOOK TO FIND THE ANSWERS. ALL ANSWERS MUST APPLY TO WXYZ.

1. What is the responsibility of the Director? What are the directions he must call to the Floor Director and Cameramen, Switcher, Audio, Video?

2. What is the responsibility of the Floor Director: Explain the exact duties to be performed in the studio.

3. Write down the TEN STEPS, IN YOUR OWN WORDS, of the sequence of events which should occur before each video taping in the studio.

4. What is a "medium shot?" What is a "long shot?"

   What is a "close-up shot?" What is an "extreme long shot?"

   What is a "two shot?" What is an "extreme close-up?"

   What is a "tight shot?" What is an "establishing shot?"

   What is a "one shot?" What is a "wide angle shot?"

   What is a "head shot?" What is an "over-the-shoulder shot?"

What is a "dissolve?"

What is a "take?"

What is a "tilt?"

What is a "dolly?"

What is a "pan?"

What is a "zoom in/out?"

What does a WXYZ producer perform in the studio? BE SPECIFIC.

What does a WXYZ producer perform on remote? BE SPECIFIC.

What is a "flat?" a "graphic?"

5. Where does the floor director hold the time cards?

6. Where does the floor director point to cue talent?

7. Why is the sequence of "calls" important in taping a show?

APPENDIX R

PREMIERE PROGRAM

News Release to All Teachers and the Media

SCHOOL X TODAY ON WXYZ

The broadcasting classes have just completed a major new production aimed at the many and varied activities, honors of School X Senior High School students/faculty/staff. The program is entitled: SCHOOL X TODAY.

The SCHOOL X TODAY format includes portions on cooking with student 1, fashion with Student 2 and Student 3, Science with Student 4 and music with Student 5. School X offers a variety of interesting segments featuring School X students.

Producers for the new program, "which runs 1/2 hour, and is available on Channel 7, during the 6th period as optional programming," quotes Student 6. Student 7, co-producer, said the "show is the best ever and students will enjoy the special highlights." Production staff Student 8, Editor, Student 9, and Student 10, cameramen give an enthusiastic recommendation to School X viewers. Join SCHOOL X TODAY and each month with new and exciting events for everyone.

WXYZ EDUCATIONAL TELEVISION

CONTACT: PRODUCER STUDENT X

APPENDIX S

STORY LINES FOR WXYZ NEWS/FEATURES

1. SCHOOL X HIGH SCHOOL "HISTORY"
   (FEATURE A "SCHOOL X HISTORICAL MOMENT"...AN ITEM OF INTEREST ABOUT THE SCHOOL...FROM OLD YEARBOOKS, NEWSPAPERS, OTHER ITEMS REGARDING SCHOOLS BEGINNINGS)

2. HOW DID THE PARK GET ITS NAME?

3. WORD FADS..."YO"...OTHER STUDENT CLICHES...MEANINGS.

4. CLOTHES FADS.

5. SCHOOL X CLUB COLUMN (CLUB FEATURE/NEWS).

6. PERSONALITY SKETCH OF THE WEEK.
   (FEATURE A PERSON WHO HAS AN INTERESTING HOBBY OR INTEREST OUTSIDE OF SCHOOL THAT MAKES THE PERSON INTERESTING).

7. "QUOTE OF THE WEEK."

8. ENTERTAINMENT (MOVIE REVIEW); PERSONALITIES THAT VISIT THE SCHOOL.

9. MUSIC REVIEW.

10. "TEACHER FEATURE"
    (BRING TO LIGHT THE PERSONAL INTERESTS OF A TEACHER...
    HOBBY, COMMUNITY PROJECT, SPECIAL INTERESTS THAT "PERSONALIZE" THE TEACHER TO STUDENT BODY).

The above items can be part of a weekly feature, daily inclusion in news, developed into a special program. What is your project? What are your ideas? What programming do you want to CREATE for WXYZ?